

# Essentialism, Assessment & Positive Restlessness: What keeps us going after the curriculum launch

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# By attending this session, participants will

- View one institution's approach to curriculum
- Understand why having the right people in the right positions at all levels is critical
- View an institution's approach to utilization of assessment
- Learn three different techniques to use in gathering data
- Learn how to find data in all places (planned and unplanned)
- Understand how to provide on-going time to work solely on curriculum development



# 10 Essential Elements

1. Directly connected to your institution's mission
2. Learning outcomes are derived from a defined educational priority
3. Based on research and developmental theory
- 4. Learning outcomes drive development of educational strategies**
5. Programs may be one type of strategy – not the only one
6. Student staff members play key roles but are not the educational experts
- 7. Represents sequenced learning**
8. Stakeholders are identified and involved
- 9. Plan is developed through review process that includes feedback, critique, transparency**
- 10. Assessment is essential for measuring the achievement of the learning outcomes and can be used to test the effectiveness and efficiency of strategies for program review and accountability.**

# NDSU Demographics

Land Grant Research Institution

- Fall 2018

FTE	13,796
Undergraduate	11,425
Professional	391
Graduate	1980

Residence Halls: 3300

Apartments: 1100

- Professional Staff

- 9 director's team members
- 5 central office staff
- 11 hall directors
- 43 custodians

- Student Staff

- 106 Resident Assistants
- 2 Assistant Hall Directors
- 7 Complex Managers

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# Assessment that Influenced Change

- Qualitative Assessment
  - Listening to students
  - Focus groups with specific questions
- Year end resident survey results
  - Approach to First Year Student Orientation
  - Dissatisfied with student staff approach
  - Misunderstanding of cost to live on campus
  - Didn't know or experience benefits of living on campus

# Think Tanks

- Leadership: Influence, Buy-In, Ownership
- Designated time
- Real Talk and critical analysis
- Intentionality: changes make sense



# Educational Priority

## Global Citizenship:

Having the responsibility to take action toward positively impacting self, others, and the world.

## NDSU Mission Statement:

With energy and momentum, North Dakota State University addresses the needs and aspirations of people in a changing world by building on our land-grant foundation.

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# Adaptations of Learning Goals

## Learning Goals prior to 2018

- Explore Identity
- Create Connections
- Foster Inclusive Communities
- Be Lifelong Learners

## 2018 Learning Goals

- Creating Connections
- Exploring Identity
- Developing Community
- Making Educated Decisions



# Learning Goal & Outcomes 2017 vs 2018

## Foster Inclusive Communities

The development of inclusive communities involves respecting differences in identity, culture, and experiences as well as how to communicate across these differences. Students learn about unearned advantages and disadvantages in order to assist them toward developing more socially just communities.

- Identify and respect differences
- Communicate across differences
- Recognize the unearned advantages and disadvantages in communities
- Foster more socially just communities

## Developing Community

The development of communities involves respecting others, understanding the goals of the community and taking ownership for the place in which they live. With a foundation in the established University policies and procedures, guidelines will be created to carryout successful roommate and neighbor relationships.

- Assist in the implementation of guidelines for the community
- Learn effective ways to address community concerns
- Respect others
- Take action for the benefit of their community

# Strategies Past and Present

## Prior to Fall 2018

- Intentional Conversations
- Passive Programs
- Community Gatherings
- Availability Hours
- Campus Partners

## Starting Fall 2018

- Intentional Conversations
- Billboards and Door Decs
- Presence In Community
  - Community Gatherings
  - Availability Hours
  - Take-To

# Educational Plans

- First Year Plan
- Upper Division Plan
- Supervision Plan
- Student Leadership Plan



# First Year Plan – Fall Semester

	August	September	October	November
<b>Creating Connections</b>				
Know the names of their neighbors	X	X	X	
Engage in community activities	X	X	X	X
Support peers in the community	X			
<b>Exploring Identity</b>				
Articulate who they are	X		X	X
Explore their individuality			X	
Place value in themselves	X			X
Exhibit confidence in their actions		X		X
<b>Developing Communities</b>				
Assist in the implementation of guidelines for the community		X		
Learn effective ways to address community concerns	X	X		
Respect others	X	X	X	
Take action for the benefit of their community		X		
<b>Making Educated Decisions</b>				
Understand the intent behind policies	X			
Learn how to take care of their personal space	X		X	X
Be able to identify multiple solutions to a problem		X		X
Exhibit self-care				
** Note: December is Dead Week and Finals Week - no additional activities occur during this time.				

# Upper Division Plan – Fall Semester

	August	September	October	November
<b>Creating Connections</b>				
Know the names of their neighbors	X	X	X	X
Engage in community activities	X	X	X	X
Support peers in the community	X	X		
<b>Exploring Identity</b>				
Articulate who they are	X		X	X
Explore their individuality			X	
Place value in themselves	X	X		X
Exhibit confidence in their actions		X		X
<b>Developing Communities</b>				
Assist in the implementation of guidelines for the community		X		
Learn effective ways to address community concerns	X	X		
Respect others	X	X	X	
Take action for the benefit of their community		X		
<b>Making Educated Decisions</b>				
Understand the intent behind policies	X		X	
Learn how to take care of their personal space	X	X		X
Be able to identify multiple solutions to a problem		X		X
Exhibit self-care		X		X
** Note: December is Dead Week and Finals Week - no additional activities occur during this time.				

# Supervision Plan

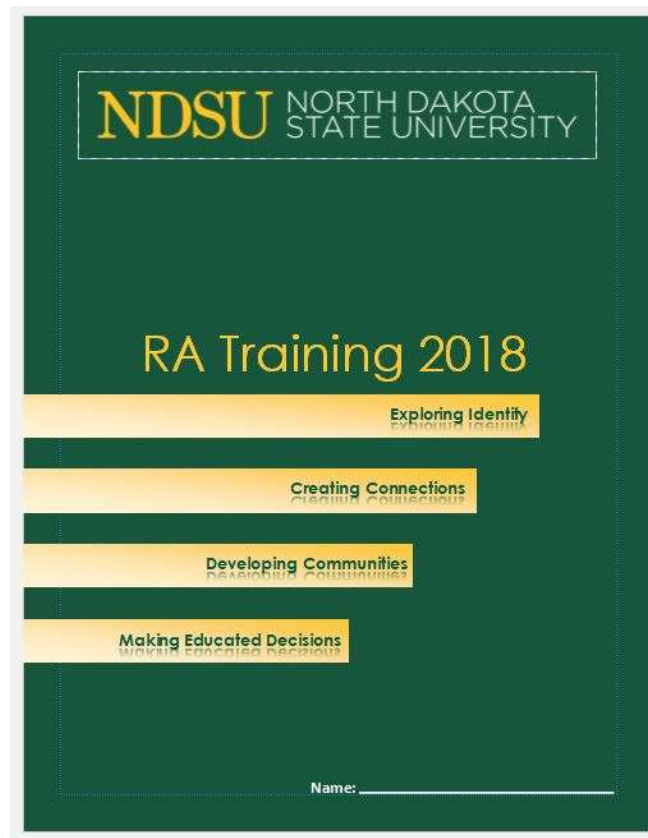
- Comprehensive plan always working 18 months in advance
- Combines recruitment, selection, training, and supervision
- Weaves together the plans through intentional supervision



# Supervision Changes

- Hall Directors are fully bought in and know the curriculum from step one of the interview
- Changes in Resident Assistant hiring process
- Development of Resident Assistant workbook
- Approach to interaction with students and the first week (reduce admin responsibilities, presence in community).

# RA Workbook



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## Temperature Gauge

Use the draw features to shade in the gauges on how stressed you are regarding the categories below.

1 is good and 6 is overwhelmed

6	5	4	3	2	1
<div>Classes</div> <div>Relationship with Staff</div> <div>The RA Job</div> <div>Personal Life</div>					

If you're on a mobile device and can't draw, please type the numbers in the boxes above.

HAPPY FALL!

## About You

What is one significant event that's happened to you since the last time we spoke?

What are you looking forward to this month?

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## Lesson Plan Assessments

### IDENTITIES BILLBOARD #3 (FY and UD)

1. Please insert a picture to this template.
2. What conversations occurred related to the content on your board?
3. What could have made the board more relevant to residents in your community?
4. Were there any challenges you needed to address while the board was up,? If so, how did you respond?

### COMMUNITY GATHERING: IDENTITY TREE (UD)

Total number of people in attendance:

How did you follow up with those who were not present?

### IC: COMMUNITY INVOLVEMENT (FY)

1. Overall, how are residents doing with classes?
2. What reoccurring themes are you noticing within your intentional conversations?
3. How do you feel you are doing with ICs?

### TAKE TO (FY and UD)

Answer the following questions on your **most recent** Take-To:

1. When did this Take-To occur?
2. What did you do for your take to?
3. How did this Take To help to enhance connections within your community?
4. What can you do in the future to build upon this experience?

Answer the following questions for the **upcoming** Take-To:

1. When is this going to occur?

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## General RA Things

Are you applying to return as an RA next year?

Which of your residents are you going to encourage to be RAs?

1. Name:  
Room #:  
Email address:
2. Name:  
Room #:  
Email address:
3. Name:  
Room #:  
Email address:

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## Special Assignment

Any activities I need to do?

Help I need from my HD:

Plans I have for my special assignment:

I'm struggling with this aspect of my special assignment:

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## Curriculum Feedback

How have you seen your residents develop since they arrived in August?

What observations do you have about students respecting the community?

Regarding Community Gatherings, Billboards, Intentional Conversations, Take-Tos, and Availability Hours, I'm struggling with:



# Student Leadership Plan





# 2016-2017

## Central Plan: Hall Government

	<u>LG #1: Identity</u>	<u>LG #2: Create Connections</u>	<u>LG #3: Inclusive Communities</u>	<u>LG #4: Lifelong Learning</u>
<b>August</b>	HG Applications	Welcome Week Events; HG Social; Recruitment		
<b>September</b>	Elections/Outcome; Team Development Activity based around Identity Development	HG Retreats/Training; Event; Invited to RHA/NRHH Social; Homecoming	DIL Activity	LTD/Training (Overview of budget, taking minutes, event planning, parli pro, legislation, agendas)
<b>October</b>	HG Leadership Styles Activity	Homecoming; Boo at NDSU; Event	DIL Activity; Volunteer Experience	Constitution Review; Planning Budget; Waste Busters (Sustainability Education)
<b>November</b>	Team Development Activity based around Identity Development	MACURH; Event; Come Chill with Us	DIL Activity; Diversity Event; Hungry Games	Self Care
<b>December</b>	Reflection	Late Night Breakfast		Waste Busters (Sustainability Education)
<b>January</b>	RHA Executive Board Elections; NRHH Selection Process	HG Retreats, Event; NRHH Week		Department/Dining Budget Discussion/Voting; Collegiate Cakes
<b>February</b>	RHA Executive Board Elections	RHA Week; NRHM; Event	DIL Activity; Volunteer Experience	Spring LTD; Waste Busters (Sustainability Education)
<b>March</b>	WWL Application Process	Event	DIL Activity; Diversity Event	Promoting Student Government Elections
<b>April</b>	Reflection	Larger Campus Events	DIL Activity	RHA Budget, Transitioning Position; Waste Busters (Sustainability Education)/Environment Education
<b>May</b>		Late Night Breakfast; Leadership Banquet		

HG: Hall Government  
 DIL: Diversity Initiative Leader  
 RHA: Residence Hall Association  
 NRHH: National Residence Hall Honorary  
 WWL: Welcome Week Leader  
 LTD: Leadership Training Day  
 NRHM: NACURH Residence Hall Month

Other Pieces:  
 OTMs  
 Recognition Days

## Student Leadership Plan - Advisor Information Fall 2018

- I. Student Leadership Purpose**  
The purpose of hall government is to create connections and provide opportunities for the student voice.
- II. Student Leaders will learn the value of:**  
Information taken out for purpose keeping information on one page.
- III. Residence Hall Association (RHA) hope for Hall Government**  
Establish a positive and friendly community within the NDSU Residence Halls.
- IV. Semester Blueprint:**
- Hall Government Meetings Weekly
    - Wednesdays at 7pm
    - Thursdays at 7pm (Reed/Johnson and Weible)
  - Executive Board Meetings
    - To be determined by group
  - 1:1 Meeting with Advisor
    - Recommended Frequency
      - President: Weekly
      - Vice President: Every Other Week
      - Administrative Director: Every Other Week
      - Event Board Rep: Once a Month
      - Campus Service Rep: Once a Month
      - Diversity Initiative Leader HG & RA: Once a Month
      - Floor/Building Rep: Twice a Semester
  - Monthly Billboards:
    - Hall Government: October 1, November 1 and December 1
    - DIL: September 24, October 24 and November 19
  - Monthly Newsletter (must be sent out by the last day of the month)
  - Ensure that Goals/Expectations are being met

### Additional Information: Bill Board Expectations

- Hall Government Boards
  - The billboard serves as a way to communicate information to residents.
    - Billboard must:
      - Be covered with butcher block paper
      - Be neat (information typed or dye cuts used)
      - Creative
      - Examples of what can be included:
        - Meeting Times
        - How individuals can get involved
        - Events
        - Newsletters
        - Recognition
- DIL Boards
  - Billboard must:
    - Address a topic of diversity
    - Creative
    - Engaging

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# Student Leadership Changes

- Integrated with RHA/NRHH exec board (buy-in and ownership)
- Simplifying expectations
- Advisor blueprint vs Student blueprint
- Intentional strategies for community building
- Developing leadership skills and the advisors role
- Training of student leaders (retreats, structure, etc.)

# Opportunities in all places

- Orientation
  - Foundations (connections)
  - Conversation talking points in dining center
  - HDs sitting with residents
- Social Media
  - More intentional posts based on student feedback

# Results of Changes

- Streamline communication and resources (OneNote)
- Higher satisfaction with student staff
- More creative engagement
- Higher commitment to student leadership at all levels
- Conduct numbers steadied after a significant decrease



# Next Steps

- Marketing to prospective students and parents
- Engaging students in the learning process
- Renaming to remove the term “Curriculum”
- Upper division track for Sophomore housing
- Higher emphasis on retention to campus (as facilities allows)



# Positive Restlessness

From Good to Great

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# Thank You

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[www.ndsu.edu/reslife/ICA](http://www.ndsu.edu/reslife/ICA)

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